









Appendix A

Third Cycle Missouri School Improvement Program (MSIP) Professional Development Standards and Report



Third Cycle Missouri School Improvement Program (MSIP)

A. Standards for Professional Development

6.1 2

Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.

6.2 1

The district has a written assessment plan which includes provisions for staff development activities directly related to the assessment program.

6.3 1

The district provides a professional development program that focuses on and supports its curriculum and instructional practices.

6.4 3

Training in the use of instructional equipment and technology is provided.

6.7

Professional development is an integral part of the educational program and all school improvement initiatives.

6.7 1

The district provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP).

6.7 2

For all staff members, professional development is an integral part of their job responsibilities and expectations.

6.7 3

The district has identified a set of instructional strategies designed to meet the assessed needs of students, and has made a long-term commitment to focus its professional development activities on implementing and reinforcing these strategies.

6.7 4

The district collects and utilizes information regarding the effectiveness of its professional development program in improving instruction and student achievement.

6.7 5

The district has a written plan for professional development which includes the following:



- Professional Development Committee (PDC) policies and procedures (including, but not limited to, mentoring provisions, PDC membership criteria, reimbursement procedures, request procedures, etc.)
- Program objectives aligned with the Comprehensive School Improvement Plan (CSIP)
- Evaluation criteria for the overall professional development program
- Descriptions of the planned professional development activities which are directly related to areas of needed student improvement and aligned with the district's Comprehensive School Improvement Plan (CSIP)
- Provisions for complying with specific program requirements, and all rules, regulations, and legislation related to professional development funding

6.7 6

The district provides substantial time and resources for the professional development of all staff members.

- **B. Report Writing Form (RWF)** (This form is used during the Missouri School Improvement Program (MSIP) review process to verify that the "Standards for Professional Development" have been met.)
 - 6.7 Professional development is an integral part of the educational program and all school improvement initiatives.

6.7.1/6.7.3 RWF based on Interviews and District Response

The District Response for 6.7.1/6.7.3 indicates that teachers have participated in the following types of professional development with the indicated focus or topics:

PE OF PROFESSIONAL TIVITY	TOPIC/FOCUS/CONTENT
Study Group(s)	
Action Research Group(s)	
Design Teams	
Peer Coaching	
Teacher Collaborative(s)	
Academics	
Video-taped Lessons	
(for self-appraisal)	
Reflective Journals/Reflective Pract	ices
Portfolio Management/Portfolio of	Feaching Strategies



6.7.1/6.7.3 RWF based on the District Response and Documentation: Comprehensive School Improvement Plan (CSIP)

A comparison of the professional development activities listed in the District Response for 6.7.1/6.7.3 and the activities/strategies delineated in the CSIP indicates that a majority of the district's professional development activities **are/are not** clearly related to the objectives/goals of its CSIP. The district has focused on the following three to four instructional strategies: **[Verbatim.]**

The following professional development, support programs, and coaching activities, (or other follow-up activities) have been provided for teachers as they implement these district-wide instructional strategies:

PROFESSIONAL DEVELOPMENT/	PERCE	NT OF PARTIC	IPATION
SUPPORT ACTIVITIES	(E)	(MS)	(HS)
67254cPFAO			
6.7.2 Staff AQ3. In the past two years, how many p	rofessional de	velonment acti	ivities
directly related to improving stude improvement have you participate	ent performanc	-	
0-2 3-4 _		7+	
52. I am expected by my administrate			ıal
development activities.		1	
53. I believe professional developme	nt 1s an integra	ıl part of my jo	b.

6.7.2 Support Staff AQ

- 1. The district has provided me with specific inservice training related to my job.
- 2. The inservice training activities I have attended have helped me do a better job.

6.7.4 RWF based on District Response and Documentation: Results of Most Recent Professional Development Program Evaluation

The district indicated that its professional development program has affected its instructional program and student achievement in the following ways: **[Verbatim]**

The district also indicated the following information regarding how successful its professional development program has been and what criteria were used to determine this: **[Verbatim]**



6.7.5 RWF based on Interviews and Documentation: Professional Development Policies, Procedures, and Procedural Plan Documentation and interviews indicate the district has / does not have a Professional Development Committee (PDC) in place. Members of this committee are / are not elected by the staff. The PDC meets [#] times a year, and its responsibilities include: [Check (✓) those that apply.]					
	conducting a faculty needs assessment				
	assessing needs related to student data				
	developing in-service opportunities				
	coordinating and setting direction for professional development activities				
	presenti	ing faculty suggestions, ideas, and recommendations to the proper			
	authorit	у			
	plannin	g, implementing, and evaluating specific professional development			
	activitie	es .			
	working	g with beginning and experienced teachers in identifying instructional			
	remedie	es and concerns			
	serving	as confidential consultants to individual teachers upon request			
	other:				
Documentation indicates the district has/does not have a written procedural plan for professional development which stimulates and encourages professional growth. The procedural plan includes: [Circle appropriate response.]					
YE	S/NO	Program goals aligned with the Comprehensive School			
		Improvement Plan (CSIP)			
	S/NO	Evaluation criteria for the overall professional development program			
YES/NO		Descriptions of the planned professional development activities directly related to areas of needed student improvement and aligned with the district's Comprehensive School Improvement Plan (CSIP)			
	S/NO	Professional Development Committee (PDC) membership criteria			
	S/NO	Reimbursement/request procedures			
	S/NO	Mentoring provisions, which include:			
	S/NO S/NO	Provisions for mentor training Mentor rules and responsibilities			
	S/NO	New teachers' responsibilities			
	S/NO	Requirements for new teachers' professional development plans			
	S/NO	Administrators' responsibilities			
YES/NO		Time for new teachers to observe master teachers			
YE	S/NO	Time for mentors to observe and provide feedback to new teachers			



According to interviews and documentation, the Professional Development Committee (PDC):

[Circle the appropriate response.]

YES/NO	Is allocated one percent of the Basic Formula exclusive of categorical add-ons
YES/NO	Spends at least 75 percent of this allocation on activities clearly related to the objectives of the Comprehensive School Improvement Plan (CSIP)
YES/NO	Presents a summary of the planned professional development activities and their relationship to the objectives of the Comprehensive School Improvement Plan (CSIP) for board approval
YES/NO	Develops professional development activities in consultation with the administration

6.7.5 RWF from State and Federal Monitoring and Documentation: Audit All state and federal program monitoring processes indicate that the district's professional development activities and expenditures **conform** / **do not conform** to all program requirements.

6.7.6 RWF based on Interviews

activities through:

common planning time

release hours/days

in-service workshops before or after school

continuing training workshops (or "fellowship" training programs)

peer or administrative coaching

□ other: _____

Interviews indicate the district provides time for professional development



To Eliminate the Possibility of Receiving Deficiencies on Their Missouri School Improvement Program (MSIP) Reviews, School Districts Must Make Sure That Their Professional Development Plan and Program Meet the Following Standards:

[The district's professional development activities are related to the Comprehensive School Improvement Plan (CSIP) objectives/goals.
[The district professional development program has focused on three or four specific instructional strategies.
	District professional development activities are directly related to student performance or instructional improvement.
[Specific criteria is being used to evaluate the professional development program.
[Appropriate board policies and procedures are in place.
[The district has a written Professional Development Plan (PDP) which includes goals aligned to the Comprehensive School Improvement Plan (CSIP), evaluation criteria, activities related to improved student achievement, a clear mentoring process, Professional Development Committee (PDC) membership procedures, and the requirements for new teachers professional development plans.
	There is long and short-range planning relating to development and training of professional staff.
[The Professional Development Committee (PDC) is elected by the faculty.
[Teacher and administrator responsibilities for professional development are clearly identified.
[Time is provided for new teachers to observe master teachers and mentors to observe new teachers.
	New teacher responsibilities have been identified.



☐ The new teacher assistance program is in place.
☐ The Professional Development Committee (PDC) has been allocated one percent of the Basic Foundation Formula exclusive of categorical add-ons.
☐ The Professional Development Committee (PDC) spends at least 75% of the 1% funds each year with the remaining amount going to professional development the following year.
☐ The Professional Development Committee (PDC) has its plan approved by the board.
☐ The Professional Development Committee (PDC) develops activities in consultation with the administration.